

2020-2021 School Improvement Action Plan - Howard Elementary School

SIP Goal, Rationale, and Strategies

<p>District Goal: Increased percentage of students meeting or exceeding proficiency every year across all assessed grades and subjects assessed on the Nebraska State Accountability centralized state testing process.</p>																															
<p>School Improvement Goal: All 2-5 students will meet or exceed their projected growth on MAP reading assessment. All K-1 students will meet or exceed growth standards on DIBELS</p>																															
<p>Theory of Action</p>	<p>Link to grade level trend data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 30%;">2018-2019</th> <th style="width: 35%;">Math</th> <th style="width: 35%;">Reading</th> </tr> <tr> <td>#students-1 quintile</td> <td>200</td> <td>202</td> </tr> <tr> <td>Total students</td> <td>357 (56%)</td> <td>357 (57%)</td> </tr> </table>			2018-2019	Math	Reading	#students-1 quintile	200	202	Total students	357 (56%)	357 (57%)																			
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<p>If the principal, instructional coach, and teachers focus on strengthening instruction through standards-based planning & data analysis through weekly PLCs this will increase instructional rigor and then students will grow one quintile on the reading MAPs.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Reading</th> <th style="width: 20%;">Fall 18-19</th> <th style="width: 20%;">Winter 18-19</th> <th style="width: 20%;">Spring 18-19</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>-----</td> <td>29%</td> <td>31%</td> </tr> <tr> <td>1</td> <td>49%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>2</td> <td>53%</td> <td>41%</td> <td>43%</td> </tr> <tr> <td>3</td> <td>54%</td> <td>57%</td> <td>51%</td> </tr> <tr> <td>4</td> <td>46%</td> <td>58%</td> <td>49%</td> </tr> <tr> <td>5</td> <td>57%</td> <td>67%</td> <td>63%</td> </tr> </tbody> </table>			Reading	Fall 18-19	Winter 18-19	Spring 18-19	K	-----	29%	31%	1	49%	49%	32%	2	53%	41%	43%	3	54%	57%	51%	4	46%	58%	49%	5	57%	67%	63%
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<p>Improvement Strategies:</p>	<p>Research supporting this strategy</p>																														

Professional Learning Communities will use formative assessment & monitoring to plan for instructional strategies that increase student teaming strategies in instruction.	Impact of PLCs on learning Formative assessment
Ensuring strong instructional strategies, deeper engagement & access to appropriate grade-level assignments.	Teaching for Rigor

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Implementation Plan

Actions	Person (s) Accountable	Evidence of on-track progress; Measurable Indicators	Resources	Due Date	Benchmark Dates												
					Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
1 Update & use the Howard Model of Instruction	Principal, Teacher Leaders, Teachers	Updated model; Connections made in PLC, SIP, staff mtg; Teachers refer to it		August 13	X	X											
Status Update:																	
2 Analyze MAP results and participate Individual Data Rounds	Principal, Teachers	PLCs post data; WIN intervention for students; Completion of data rounds		May 10		Post data	Data round			Analyze MAP	Data round			Analyze MAP			
Status Update: 12/4: Team and individual data rounds completed to analyze data and create next steps.																	
3 Deepen implementation of PLC by ensuring Standard-based planning & using formative data to guide instruction, interventions & student goal-setting.	Principal, Instructional coach, teachers	Attendance at PL in July; Self assessments (3x) using PLC2.0 Progression Rubric; MAP scores increase		May 1		Self assessments				Self assess				Self assess			
Status Update: Self-assessments at the m end of October. K: Revised norms, agenda; Facilitator at each grade to attend Facilitator training																	

4 Professional Learning will strengthen instruction when researched-based Instructional Strategies are implemented in the classroom.	Instructional Coach, Principal	TrendTracker data completed by L4L& teacher teams; Observational Rounds of grade level teams		October 20 TT					Trend Tracker			Observational Round					
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Status Update:
 August 12th PL: Students Engage in Productive Teams
 August 30th PL: Purposeful Tasks
 September 30th PL: Students Complete Productive Tasks
 Staff meetings focus on professional growth plan
 Summer planning with Title I specialist
 November 20: Whole staff trend tracker results

5 Certified staff will set professional SMART goals to include action steps and then monitor the impact on student learning	Principal, Teachers	Goal & action steps written & reflected in Marzano; 3x; Principal feedback from observations	Marzano goal format	Sept 15		Set goal	Reflect			Reflect			Reflect				
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Status Update:
 Sept 15-30 Goals submitted
 Oct 1: Goals reviewed. Returned or approved
 Oct 9: Further training on goals/action steps

6 Create an action board to monitor teacher progress using indicators of effective instruction as demonstrated by TrendTracker;	Principal	Board in staff lounge & Morning memo; Trendtracker rubric by grade level & non-grade level;		Sept20		X	X	X	X	X	X	X	X	X			
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Status Update:
 October 23: Hung action board in Teacher Lounge (Howard Husky Data Room)
 November: Data was collected for two actions steps both above 86%

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- Status of Progress: List the status that applies
 - No evidence of progress observed (RED)
 - Some evidence of progress observed (YELLOW)
 - On track to meet the goal (BLUE)
 - Intended outcome has been achieved; evidence observed/received (GREEN)
 - Not applicable at this time (ORANGE)
- Provide the date and a description (including evidence) to support the level of progress reported